

**Report of the  
Accreditation Visiting Team**

**Bingham High School  
2160 West 10400 South  
South Jordan, Utah 84095**

**April 27-28, 2005**



Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE  
VISITING TEAM REVIEWING**

**Bingham High School  
2160 West 10400 South  
South Jordan, Utah 84095**

**April 27-28, 2005**

**UTAH STATE OFFICE OF EDUCATION**

**Patti Harrington, Ed.D.  
State Superintendent of Public Instruction**

**DIVISION OF  
STUDENT ACHIEVEMENT AND SCHOOL SUCCESS**

**Christine Kearn, Associate Superintendent**

**Brett Moulding, Director  
Curriculum and Instruction**

**Georgia Loutensock, Accreditation Specialist  
Curriculum and Instruction**

**Salt Lake City, Utah**

## TABLE OF CONTENTS

Foreword .....	ii
Utah State Board of Education .....	iii
Jordan School District Board of Education and District Administration .....	1
Bingham High School Administration and Staff .....	2
Bingham High School Mission Statement and Belief Statements .....	4
Members of the Visiting Team .....	5
Visiting Team Report .....	6
Chapter 1: School Profile .....	6
Suggested Areas for Further Inquiry .....	7
Chapter 2: The Self-Study Process .....	8
Chapter 3: Instructional and Organizational Effectiveness .....	9
Shared Vision, Beliefs, Mission, and Goals .....	9
Curriculum Development .....	10
Quality Instructional Design .....	12
Quality Assessment Systems .....	13
Leadership for School Improvement .....	14
Community Building .....	16
Culture of Continuous Improvement and Learning .....	18
Chapter 4: Northwest Association of Accredited Schools (NAAS) Standards I-XI .....	19
Chapter 5: School Improvement Efforts – Action Plan .....	20
Chapter 6: Major Commendations and Recommendations of the Visiting Team .....	21

## **FOREWORD**

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, April 27-28, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Bingham High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Tom Hicks is also commended.

The staff and administration are congratulated for their desire for excellence at Bingham High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Bingham High School.

Patti Harrington, Ed.D.  
State Superintendent  
of Public Instruction

**UTAH STATE BOARD OF EDUCATION**

250 East 500 South  
P. O. Box 144200  
Salt Lake City, UT 84114-4200

**District 1**

Teresa L. Theurer  
66 Canterbury Circle  
Logan, UT 84321  
Phone: (435) 753-0740

**District 6**

Tim Beagley  
3974 South 3550 West  
West Valley City, UT 84119  
Phone: (801) 969-6454

**District 11**

Bill Colbert  
14862 S Coalville Way  
Draper, UT 84020  
Phone: (801) 572-1608

**District 2**

Greg W. Haws  
5841 West 4600 South  
Hooper, UT 84315  
Phone: (801) 985-7980

**District 7**

John C. Pingree  
1389 Harvard Avenue  
Salt Lake City, UT 84105  
Phone: (801) 582-5635

**District 12**

Mark Cluff  
645 West Hubbard Cir  
Alpine, UT 84004  
Phone: (801) 756-7623

**District 3**

Edward Dalton  
1323 Bryan Road  
Erda, UT 84074  
Phone: (435) 882-4498

**District 8**

Janet A. Cannon  
5256 Holladay Blvd.  
Salt Lake City, UT 84117  
Phone: (801) 272-3516

**District 13**

Thomas Gregory  
1056 West 1150 South  
Provo, UT 84601  
Phone: (801) 607-4702

**District 4**

Richard Sadler  
875 Edgewood Dr.  
Ogden, UT 84403  
Phone: (801) 479-7988

**District 9**

Gary C. Swensen  
1101 Framewood Ln  
Taylorsville, UT 84123  
Phone: (801) 281-8746

**District 14**

Dixie Allen  
218 West 5250 North  
Vernal, UT 84078  
Phone: (435) 789-0534

**District 5**

Kim R. Burningham  
932 Canyon Crest Drive  
Bountiful, UT 84010  
Phone: (801) 292-9261

**District 10**

Laurel Brown  
5311 So. Lucky Clover Ln  
Murray, UT 84123  
Phone: (801) 261-4221

**District 15**

Debra G. Roberts  
Box 1780  
Beaver, UT 84713  
Phone: (435) 438-5843

**Bonnie Jean Beesley\***

1492 East Kristianna Cir.  
Salt Lake City, UT 84103  
Phone: (801) 359-0295

**Sara V. Sinclair\***

1340 North 1500 East  
Logan, UT 84341-2851  
Phone: (435) 754-0216

**Patti Harrington**

Executive Officer

**Twila B. Affleck**

Secretary

## **JORDAN SCHOOL DISTRICT**

### **BOARD OF EDUCATION**

Peggy Jo Kennett .....	President
Ellen S. Wallace.....	Member
Ann C. Forbush.....	Member
Randy S. Brinkerhoff.....	Member
J. Dale Christensen.....	Member
Lynette Phillips .....	Member
Sherrill Taylor .....	Member

### **DISTRICT ADMINISTRATION**

Barry L. Newbold .....	Superintendent
Scott Olsen.....	Director, Applied Technology Education
Sherry Wasden.....	Director, Student Services
Ted Lovato .....	Supervisor, Secondary Education
Burke Jolley .....	Business Manager
LaMar Wanberg.....	Director, Buildings and Grounds
James Hinckle .....	Supervisor, Transportation and Maintenance
Moya Kessig .....	Supervisor, Elementary Education
Marilyn Clayton.....	Supervisor, School Lunch

**BINGHAM HIGH SCHOOL**  
**ADMINISTRATION AND STAFF**

**School Administration**

Tom Hicks.....	Principal
Dennis Edmonds .....	Assistant Principal
Rich Price.....	Assistant Principal
Diena Riddle .....	Assistant Principal
Jan Sterzer .....	Assistant Principal

**Counseling**

Donna Newbold .....	Head Counselor
Renae Brady .....	Counselor
Georgia Fairbanks .....	Counselor
David Munk .....	Counselor
Ken Cox .....	Part-time Counselor
Dr. Gail Ritz.....	Psychologist
Don Barton.....	CTE Coordinator

**Support Staff**

**Main Office**

Jenae Cobbley, Head  
Secretary  
Linda Barrett  
Kay Burton\*  
Toni Howarth\*  
Nan Kershaw  
Jolene Wilson\*

**Attendance Office**

Koradine Schouten,  
Attendance Sec.  
Vickie Bettridge\*  
Debbie Maynard\*  
Betty Peisley  
Lisa Redford\*

**Career Center\***

Cari Minnesota  
Annette Newman  
Cheri Sato  
Patricia Scott

**Counseling Office**

Jackie Anderson

Sheri Rowberry

**Registrar Office**

Cora Bowen  
Julie Peterson

**Custodians**

Robert Nytch-Head  
Dennis Barker  
George Broadbent  
Collin Cagle  
Bryan Dansie  
Kenneth Evans  
Allison Neeley  
Kevin Stewart  
Michael VanWeerd

**Instructional Assist\***

Rosemary Bingham  
Kit Hansen  
Kerrie Heaton  
Gail Hunter  
Janet Mabey

Lynne Newton

Christine Peck

Tammy Pilcher

Cathrin Wischmann

Laurel Zeigle

**Daycare**

Jennilynn Bowles\*  
Dixie Bullock\*  
Laurie DeJong  
Jimi Pratt\*  
Elsie Paul\*  
Alissa Walcott\*

**Cafeteria**

Louise Anderson  
Kay Bateman  
Julie Bennett  
Dixie Bullock  
Diana Coy  
Sherry Fitzgerald  
Belva Frandsen  
Judy Hortin

Kathy Johnson  
Maurine O'Neill  
Joyce Owens  
Muriel Perschon  
Myrna Richards  
Debbie Ridley  
Tamera Stensrud  
Janice Taft (Manager)  
Margaret Warnick  
**Media Center\***  
Shella Behunin

Alice Bleak  
Kandra Chadburn  
Cheri Johnson  
**Hall Monitors**  
Tina Huitzil  
Bonnie Smith  
**Work Coordinator**  
Lori Lingwall  
  
**Parking Attendant**  
Ben Coombs

**Coaches**  
**(Paraprofessional)**  
Cicily Gibbs  
Tisa Hedman  
Melissa Kershaw  
Bob Lewis  
Scott Maxfield  
Jamie Nordberg  
Morgan Smith  
Lindsey Stubler  
\*Part-time

### **Faculty**

Brianne Adison  
Leslie Allen  
James Applegate  
Jeffrey Arbogast  
Barbara Ashby  
Stan Banks  
Patti Bartlett  
Don Barton  
James Barton  
Grant Beere  
Marva Bennett  
Brad Bevan  
Tatum Bigman  
Heather Bissegger  
Brett Boberg  
Andrea Bouwhuis  
Valorie Brandt  
Allison Bridge  
Jana Brinton  
Debra Brown  
Clay Butterfield  
Heather Christopher  
Christine Clayburn  
Michael Cordray  
Cynthia Cox  
Scott Crump  
David Davis  
Lynn DeMill  
James Donner  
Mark Dubach

Robert Duncan  
Christopher Dunn  
Vernon Dunn  
Cristy Eastwood  
Dennis Ercanbrack  
John Evans  
Geraldine Fairbanks  
Jessica Feveryear  
Kristopher Gillespie  
Darin Graber  
Patsy Graves  
Anne Griffin  
Wes Gross  
Esther Halliday  
Richard Hallstrom  
Kevin Hansen  
Lance Hansen  
Emily Hanson  
Lezlie Harper  
David Harris  
Maureen Hatch  
Thomas Herret  
Jonie Jenkins  
Marc Jensen  
Barbara Johnson  
Dee Kartchner  
Dawn Kelly  
John Lambourne  
Jonathan Lawes  
Becky Lees

Barry Lehto  
Ashley Marostica  
Patrick McDonald  
Jeffery Nokes  
Alona Patch  
Ranee Patterson  
Russel Paulsen  
Dave Peck  
Margaret Pratt  
Randall Rasmussen  
Rebecca Reed  
Scott Reid  
Paul Reynolds  
Trish Roberts  
Joe Sato  
Scott Sommer  
David Stevenson  
James Thompson  
Christopher Titus  
LaRue Urquhart  
Wendy VandeKamp  
Janice Voorhies  
Jessica Walker  
Gary Whitney  
Michelle Willden  
Benjamin Williams  
Clayton Barry Wootton  
Darrin Workman



## **BINGHAM HIGH SCHOOL**

### **MISSION STATEMENT**

The mission of Bingham High School, where excellence is a rich tradition, is to empower each student to function effectively in an ever-changing society as a competent, creative, productive, and responsible citizen by providing a nurturing staff who embrace change within a safe, individualized, community-centered learning environment.

### **BELIEF STATEMENTS**

- We believe that all students can learn given the appropriate opportunities for success.
- We believe that students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
- We believe that students learn best when they are actively engaged in the learning process.
- We believe that curriculum and instructional practices should incorporate a variety of learning activities and assessments to accommodate different learning styles.
- We believe that a school should provide a safe and nurturing environment that promotes student learning.
- We believe that it is the responsibility of the school to educate students to become confident, self-directed, lifelong learners.
- We believe that it is an important part of a school's mission to model and teach values that will enable students to become productive citizens in the community.
- We believe that students, teachers, parents, and the community should work collaboratively in making school related decisions.

## **MEMBERS OF THE VISITING TEAM**

Doug Finch, Lone Peak High School, Alpine School District,  
Visiting Team Co-Chairperson

Ben Lems, Olympus Junior High School, Granite School District,  
Visiting Team Co-Chairperson

Susan B. Burns, Weber High School, Weber County School District,

N. Eric Heiselt, West High School, Salt Lake City School District

Shawn Neilson, Cyprus High School, Granite School District

Beverly M. Safley, Altamont High School, Duchesne School District

Mary Ellen Kettle, Altamont High School, Duchesne School District, Observer

## **VISITING TEAM REPORT**

### **BINGHAM HIGH SCHOOL**

#### **CHAPTER 1: SCHOOL PROFILE**

Brigham High School is located in South Jordan, which was primarily a rural farming community when it was incorporated as a town in 1935. Population expansion has resulted in the sale and development of many of the former farms. Today, South Jordan is an upscale community with one of the highest per capita incomes of any community in the state. The South Jordan community is predominately Caucasian. The Hispanic population is increasing faster than any other ethnic subgroup.

Although Bingham High School has moved its building five times and has been challenged by large student growth and division as other schools have opened, Bingham has maintained strong community ties, a powerful sense of school traditions and culture, and an outstanding work ethic that permeates the school organization in the academic, activity, and athletics programs. Bingham's rich history and legacy continue as the school develops into a community center of activity based on its beginnings as a center of learning in the Bingham Canyon mining community.

There are seventy-nine full-time faculty members and thirteen certified or paraprofessional staff members who teach classes part-time. In 2004-05, 2,154 students are enrolled at Bingham High School. If the Daybreak development progresses as planned, enrollment at Bingham High School will increase significantly in the next five years.

a) *What significant findings were revealed by the school's analysis of its profile?*

Bingham High school consistently graduates more than 94 percent of its seniors each year. In 2003-04, approximately 94.4 percent of the students graduated with at least a 2.0 GPA. In that same year, only fifteen students dropped out.

The number of students enrolled in AP classes has declined steadily over the past three years as more students opt to take concurrent enrollment classes in order to build college credit while still in high school.

On the 2004 UBSCT, Hispanic students scored 14 percent lower than white students in reading, six percent lower in writing, and 40 percent lower in math. On the 2004 CRT exams, 59 percent of students passed the Elementary Algebra exam. Of the students tested on the Math CRT tests, ethnic minorities do not score as well as Caucasian students, male students do much better than females (12 percent spread), and disabled and LEP students score below the school average. In 2004, the pass rate for the Geometry CRT was 45 percent, lower than most

demographically similar schools. In 2002-03, Bingham High School met all adequately yearly progress standards under the NCLB Act except the subgroup of “Students with Disabilities” in Language Arts. In 2003-04, Bingham passed AYP in all areas. Although the Special Programs teachers attempted to increase student support for students with disabilities through improved instruction and remediation, they feel the improvement in performance was due mainly to changes in the Utah Alternative Assessment and in the changes in the AYP standard for the “Disability” subgroup.

A number of student support programs and response strategies are in place to support students who are not achieving. These programs consist of supports through the Counseling Center, Special Programs, 504 accommodations, fee waivers and financial assistance, ESL support, math placement and remediation, reading and writing support programs, and parent and community support, to name a few.

Survey data indicated that teachers feel that Bingham has high quality of instruction and support for student learning. Teachers indicated a lower satisfaction on the student motivation, the degree of teacher collaboration, and current class size. Further, there seem to be mixed feelings among staff members about the alignment of the expenditure of funds with the school’s goals. Among parents, one-fourth felt that communication could improve between home and school. Only 38 percent of students see the relationship between what they study and what they need in their everyday lives, while 32 percent report that the amount of homework assigned helps them succeed. More than half (55 percent) of students agree that the school staff members display a caring attitude toward students, and 33 percent say they look forward to school each day. The student population reported the highest concern for substance abuse (43 percent) and bullying (23 percent). Of important note regarding the survey data, the information is dated in the fall of 2003 and a number of individuals contended that significant progress has been made since the surveys were administered.

*b) What modifications to the school profile should the school consider for the future?*

While student performance data and stakeholder perceptions were thoroughly considered, the Visiting Team perceived that the analysis at times attempted to minimize or cite uncontrollable factors in achievement gaps. There is much evidence of the use of data analysis contained in the school’s profile to help guide the school improvement planning process; however, the implications of some of the data have not been fully explored by the school improvement team.

**Suggested Areas for Further Inquiry:**

- Examine student participation levels and trends in AP and ACT exams.

- Conduct data analysis to assess the effectiveness of student support services offered by the school and community.
- Update survey data regarding issues previously identified as areas of concern to validate perceived progress (communication, school climate, etc.).

## **CHAPTER 2: THE SELF-STUDY PROCESS**

- a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The Bingham High community is to be commended for the engagement of staff, parents and students in the collaborative self-study process. A limited number of individuals at Bingham High School have participated in USOE training on the self-study process. The leadership team and faculty relied on the training of these few to guide the preparation for the site visit and effectively delegate responsibility for completion of the school report.

The Comprehensive School Improvement Plan (CSIP) Committee has been actively involved in the developing the school profile and is a representative group of school employees (teachers, staff, and administration). The School Community Council was involved in reviewing data and approving the action plans. The CSIP Committee was generally utilized to finalize the intent and wording of the school-wide action plans. Parents and students indicated they have also given input in focus group work and can articulate the intent and aims of the school's mission and belief statements.

- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Bingham High has considered a variety of data sources to determine the school's current strengths and limitations. However, the school improvement team and staff are gaining proficiency in considering the implications of some of the data contained in the school's profile for the development of the school improvement plan.

### **CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS**

Bingham High School's desired results for student learning are as follows:

1. Critical Thinking
  - Accesses, organizes, interprets, and evaluates information
  - Recognizes problems and demonstrates problem-solving skills using a variety of strategies including numeric methods and higher order thinking skills
  - Makes balanced judgments and justifies conclusions
2. Character Development
  - Respects self, others and property
  - Assumes responsibility for personal actions
  - Demonstrates personal integrity
  - Develops a civic conscience
3. Effective Communication
  - Uses the written word to communicate with clarity, purpose, and understanding of audience
  - Communicates orally with clarity, purpose, and understanding of audience
  - Develops proficiency in reading and comprehending a variety of written materials
  - Demonstrates effective listening skills
4. Life-Long Learning
  - Develops a positive educational and career vision
  - Connects knowledge and experience from different subject areas and applies to current learning
  - Develops personal aspirations for self-improvement and strives for excellence
  - Gains basic skills in the use of technology

#### **Shared Vision, Beliefs, Mission, and Goals:**

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The Bingham High School CSIP Committee was directed by the administration of the school to examine the vision, beliefs, and DRSLs of the school during the 2002 school year. This committee gathered data and input from the staff in forming the DRSLs. Staff members were presented with the DRSLs and in-

serviced by administrators on ways in which they should be implemented in the classroom. Staff members were encouraged, over a great length of time, to give input and response to the DRSLs. While no staff member would state that buy-in was complete, it was felt that the spirit of collegiality among the staff and support of the vision, beliefs, and DRSLs was high.

The Visiting Team sought to understand the depth of involvement of the community and student stakeholders in this process. While the focus group did have members of both groups, neither parents nor students felt that they had had any real input in the creation of the school's vision, but rather that they were asked to ratify the decisions of the school's CSIP committee. They strongly expressed confidence in the decisions made by the school staff and supported the vision, beliefs, and DRSLs of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The staff of Bingham High submitted individual belief statements that were then condensed and made cohesive by the focus group. Due to the amount of input, the Visiting Team feels that the school's belief statements truly represent the views of the staff. These statements define the core values of the school.

The Visiting Team does have concerns about belief statements numbers two and four regarding a variety of instructional methods and assessment methods. During the visit, the Visiting Team saw very little variety of instructional methods. The majority of class time observed consisted of direct instruction in the lecture and note-taking style. In discussions with faculty, written assessments and recall tests were the most commonly used assessment tools. Standardized tests are the most commonly used data source for decision making. It would be beneficial to the school population for staff members to collaborate on finding alternative methods for measuring student understanding and for data collection in order to better fulfill these belief statements.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement, belief statements, and DRSLs of Bingham High are in need of being aligned more fully. These statements do show that the staff is striving to be cognizant of the needs and strengths of the school community.

### **Curriculum Development:**

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Most departments have focused tremendous amounts of effort to develop vertical teams, both within the high school and with feeder schools, to define expectations and identify essential knowledge and skills necessary for students to progress. Horizontal teams that ensure that all students have access to the same curriculum are beginning to develop in all departments, with some departments more advanced than others. Departments should continue to foster vertical teams and focus on strengthening horizontal teams. Work has been done to broaden teacher perspectives and cultivate teacher relationships. This work should continue in order to encourage more cross-curricular activities. These relationships will provide a process for evaluating curricula and determining their rigor, relevance, and relationship to content within the course and to other coursework within the school.

The school's curriculum appears to be aligned with the Utah Core Curriculum. Most of the curriculum is updated, and current and work is being done to encourage the removal of irrelevant and dated materials.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Each department has made great efforts to collaborate with administrators and counselors to develop a schedule that offers a wide variety of courses designed to meet the needs of students. Collaboration among the departments to determine course offerings, class sizes, and student placement is commendable considering the number of students within the school and its limited financial resources. These course offerings are designed to promote lifelong learning by assisting students to develop a positive educational and career vision. Within this framework the counseling office provides academic support for teachers and students to develop the DRSL of character development. The teaching staff appears to promote character development within its individual classroom, as evidenced by student opinions, lack of evidence of vandalism throughout the school, and participation in service-oriented activities.

The Visiting Team is confident that there is support for professional development aimed at school improvement. However, more professional development needs to be available that focuses on innovative, research-based techniques specific to each individual teacher's needs. Further work needs to be done in developing methods that reflect a variety of teaching practices, intervention strategies, assessment types, and learning activities that are designed to meet the diverse learning styles of students.



### **Quality Instructional Design:**

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

Department chairs have implemented tracking systems to assess student performance and then schedule classes according to student need. Instruction is a result of identified student needs. Students needing additional math instruction have a unique schedule to address their learning deficiencies.

Additional analysis of student test results could be better utilized in some departments to guide instruction and plan curriculum delivery.

Members of the teaching staff are working toward implementing more process and product rather than addressing content only.

Professional development on the Six Traits of Writing has occurred; implementation into the instructional delivery varies from teacher to teacher and department to department. Through collaborative staff work, the transfer of the Six Traits to all content areas is being realized. However, methods for monitoring implementation and improved student learning have not been clearly identified and articulated to staff members.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The design of instruction is based on essential knowledge and skills for student learning; however a concerted effort to use a wide variety of instructional delivery techniques would provide greater learning opportunities for students with different learning styles.

In classroom observations, explicit teaching—which consists of stating the objective and expectations for student learning, guided practice, monitoring, and scaffolding—was limited, and student off-task behavior was noticeable.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Instructional time is protected and appropriately allocated so as to minimize interruptions of classroom time. Student pullouts, assemblies, and other management activities have been minimized by the administration and counseling center. Opportunities to receive additional learning assistance consisted of classroom aides and volunteers, peer tutors, cooperative learning groups, varied uses of technology, and teacher instructional resources.

### **Quality Assessment Systems:**

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

Based on student feedback and practices of staff members, assessments are developed based on a clear definition of what will be assessed and on what standards students will be assessed. Teachers define expectations via disclosure statements at the beginning of each school year. These disclosure statements are approved by the administration. As long as disclosure statements are updated on an ongoing basis throughout the year to ensure that achievement/performance standards are clearly outlined, this practice would be adequate.

One commendable area is the school-wide application of the Six Traits of Writing rubric as an assessment tool for writing across the curriculum. Another commendable area is the vertical teaming that takes place with feeder middle schools to ensure proper placement within the Math and Foreign Language Departments. Much of this placement is based on assessment/achievement at the middle school level and then communicated with the Bingham High so that proper placement can be maintained and realistic expectations can be communicated.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

To a great extent, it appears that assessments are developed to address the specific type of learning to be evaluated by teachers. Staff members indicate that assessments are driven by core curriculum standards/guidelines. As an example, the English Department has implemented a grade level chair to review curriculum and assessment methods to ensure that they accurately reflect and are in alignment with core standards. Another example would be the high priority placed on ensuring success on state tests, especially the UBSCT. Students who have not succeeded on this test are identified and given remedial courses, specialized instruction, and practice assessments to enhance their chance for success in the future. Based on test scores and passing rates, these efforts are very successful.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

It would appear that assessments are designed, developed, and implemented in a manner that is fair and equitable. Sources of bias or distortion that could interfere with results seem to be non-existent. The Visiting Team did not find a wide variety of assessment tools.

One area in which Bingham High School is exemplary is the accommodations given on assessments. For instance, on state-mandated CTE or class assessments,

students with learning disabilities are given appropriate accommodations to help them succeed. There has been a great deal of collaboration among staff members to identify at-risk students to ensure that proper accommodations are provided based on student needs. Standards and criteria for judging are established and shared with students in advance to assist students in knowing the level of expectation. Again, this is exemplified by the remedial classes offered to those students who have struggled on UBSCT tests. Students are made aware of expectation levels in order to pass these tests, and are driven to these standards.

### **Leadership for School Improvement:**

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership team at Bingham High School has established a strong and positive learning environment in which teaching and learning are actively supported. The school's leadership team recognizes the need for continuous improvement of the school's academic learning climate and teaching practices, and maintains a constant and steady focus on improving academic success for all students. Staff members have been encouraged to collaborate with their peers and use data to assess student achievement and professional growth. Many opportunities are provided to students for remediation and extra help through a variety of programs offered during or before and after school. A strong attendance program encourages student attendance and promotes the culture of high expectations for all students. Student and staff accomplishments are recognized through a variety of programs. Award assemblies, "Miner of the Month," and departmental awards provide public recognition of outstanding performances in all areas.

The Visiting Team encourages the leadership team at Bingham High School to continue to promote research-based best practices in their continuing effort to promote academic excellence.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership team at Bingham High School has gone to great lengths to encourage effective decision making that is data-driven and collaborative. The Visiting Team commends the school's commitment to encouraging the use of data in organizational and classroom decision making. An in-depth and comprehensive analysis of pertinent data and information was conducted as part of the student improvement effort.

The school does a good job of collaborating with all stakeholders in their decision-making process. There is evidence of extensive use of effective,

collaborative decision-making processes that provide significant and meaningful opportunities for stakeholder involvement. Staff members, parents, and students feel free to express their ideas and opinions. All stakeholders feel their voices are listened to and heard by the leadership team as decisions are made.

In addition to data, the Visiting Team recommends that the school continue to use the NSSE rubrics and the study of best practices by all classroom teachers to provide a common focus and language for continuing improvement efforts.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The leadership team regularly assesses the effectiveness of instructional practices and organizational conditions, and engages in continuous reflection to identify and develop appropriate interventions to improve student learning and to strengthen instructional effectiveness. Individual teachers and departments actively monitor student progress in achieving the essential knowledge and skills in specific subjects. State and national criterion- and norm-referenced tests are used to assess student progress on a comprehensive school level. Additional tools should be developed to measure and track school-wide student progress on an ongoing basis in achieving the DRSLs, as well as to progress toward important standards in each content area. Data is generally analyzed by the Comprehensive School Improvement Plan (CSIP) Committee and then shared with other members of the staff. The Visiting Team recommends that the leadership team follow up with staff members to ensure that this information is being used to make decisions pertinent to the overall improvement of student achievement.

Assessment of the DRSLs is implied in the evaluation of other data. The Visiting Team recommends that assessment tools be developed for the express purpose of evaluating the DRSLs.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

School-wide policies and operational procedures are generally consistent with the school's beliefs and mission and are designed to maximize opportunities for successful learning. The leadership team has provided a learning environment where students, staff and parents feel safe and comfortable. There is strong evidence that the school has created and sustained a learning environment for students that nurtures a sense of caring and belonging.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources are aligned with the school's goals. A few staff members expressed concern that resources do not always support the school's goals. The Visiting Team suggests that the leadership team communicate how resources are allocated and how the allocation supports school climate and student achievement.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Visiting Team recognizes the positive and productive relationships that exist among students, teachers, support staff, administration, and parents. The leadership team encourages commitment, participation, and collaboration among all stakeholders. They have communicated to staff, teachers, students, parents, and the community at large that their input and participation is important to the success of the school. The shared leadership model promoted by the accreditation process should be sustained as student improvement efforts continue.

### **Community Building:**

- a) *To what extent does the school foster community building and working relationships within the school?*

Productive and positive working relationships seem evident among students, teachers, staff members, and administrators. The Visiting Team found that everyone enjoys being at Bingham High. A total sense of school pride is expressed and observed by the touching connection and overall support of one to another, no matter what the relationship. It is strongly agreed that the "pop-up" message system seems to provide a much-needed way of communicating essential information as soon as possible, and is greatly appreciated by all stakeholders at the school.

Other examples of community building include the monthly faculty meetings, faculty socials, luncheons sponsored by the PTSA, faculty advisory board, departmental meetings, cone meetings, and award programs and assemblies. Further examples include the student-to-student mentoring program, programs for multicultural students, school newspaper, monthly newsletter, posted daily announcements, counselor availability for responsive services, and offering of support groups based on needs, all of which help to provide connections among community members and parents.

Bingham High is rich with tradition. The school's roots are deep, as evidenced by the Alumni Organization that provides scholarships for students and is actively involved with the school. Students enjoy the Alumni Room and show it off to

visitors with immense pride. Many co-curricular and extracurricular programs are supported by faculty and staff members, as well as non-participatory students, parents and community members. The activities include but are not limited to the sponsored and non-sponsored clubs, organizations, athletics, and other activities outside of the school day.

Bingham High has established a Comprehensive School Improvement Plan (CSIPS) Committee that was around long before the accreditation process was implemented. It has evolved from what it was originally, and is still evolving. Along with the CSIPS Committee and the departments, the focus groups were created to facilitate the accreditation process that addressed and helped with the evaluation process of the NSSE Indicators of School Quality.

A learning environment has been created and sustained for students. It supports the DRSI of nurturing a sense of caring and belonging. This was witnessed as the Visiting Team observed classrooms and hallways where students interacted with adults and each other.

*b) To what extent does the school extend the school community through collaborative networks that support student learning?*

Bingham High actively engages parents and families as partners in the learning process through a variety of programs, resources, and instructional materials. Some the activities include Sub for Santa, Career Fair, and Senior Financial Aid Seminar, and parent effectiveness seminars. PowerSchool provides 24-hour access to students' current academic standing and attendance. Counselors meet with parents and students in annual SEOP conferences, and the school's web page also provides valuable information that is useful to making informed decisions. The web page also provides updated information of events and activities.

Collaboration exists vertically through the Math and English Departments, reaching to the middle schools. Collaboration exists in grades 10-16 through offering AP credit and concurrent enrollment. The connections with Salt Lake Community College, Utah State University and Brigham Young University provide college credit and some high school credit.

The school has developed a network of collaborative support with community members, as demonstrated by the invited involvement of parents, students, and community members in the evaluation of the NSSE Indicators of School Quality for Bingham High.

### **Culture of Continuous Improvement and Learning:**

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Bingham High School has a number of key components in place to promote a comprehensive and ongoing professional development program. These include district-level support, built-in time provided by the district and the school during a contract day, and teachers' willingness to spend their lunches collaborating.

Although the school has provided literacy training, the school's professional development program could be improved by identifying a specific plan for school-wide professional learning through a comprehensive study of best practices in areas as identified by the DRSLs, refining of the school action plans, and the focus group recommendations. Sufficient time should be spent developing each strategy to allow the best practices to become a natural part of the school environment. Technology training was specifically identified by the BHS staff as the most pressing concern of the educators.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The Bingham High School administration supports productive change and improvement. The staff supports the administration. The organization of the focus groups appears to be a strong link in the support of school improvement and change. Although vertical teaming is great in some departments, it would be beneficial to spread out to all departments where possible. School improvement efforts could continue to be evaluated by administration and focus group leaders on a monthly basis if time were provided.

The school has an active PTSA and a functioning Community Council. It was reported that the council members bring their own and the community's concerns to the table. They feel heard, and believe that action is taken where possible. Professional development days should not be neglected; rather, this is valuable time that could be used for the staff's needs as identified by the assessments. Jordan School District is supportive of programs identified at the school level that will increase the learning and performance of students.

## **CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI**

### **Standard I – Educational Program**

This standard is met. Bingham High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

### **Standard II – Student Personnel Services**

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

### **Standard III – School Plant and Equipment**

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

### **Standard IV – Library Media Program**

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

### **Standard V – Records**

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

### **Standard VI – School Improvement (This is addressed in the self-study.)**

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.



### **Standard VII – Preparation of Personnel**

This standard is **mostly** met. Two educators are “underqualified” for their assignments. All other teachers are in compliance with the licensing requirements of the state of Utah and proper endorsements for the subjects assigned.

### **Standard VIII – Administration**

This standard is met. The administration of Bingham High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

### **Standard IX – Teacher Load**

This standard is **not** met. The total number of students instructed by eight teachers is over two hundred and ten in any one grading period (numbers set by the Utah State Office of Education and/or Northwest).

### **Standard X – Activities**

This standard is met. Bingham High School supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

### **Standard XI – Business Practices**

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school’s advertising and promotional literature are completely truthful and ethical.

## **CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN**

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Bingham High has considered a variety of data sources to determine the school’s current strengths and limitations. However, the school improvement team and staff are gaining proficiency in considering the implications of some of the data contained in the school’s profile for the development of the school-wide action plans. The critical needs were not fully identified by the school profile. By taking additional steps to identify causes and factors in critical student performance gaps, these critical needs can be acknowledged and addressed.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

While commitment to the current action plans appears firm, there are a certain number of individuals who feel a sense of purpose or ownership. Members of the Math and English Departments, as well as the administration, have articulated commitment and allocated resources to see through the action plans in reading and writing. The Visiting Team recommends that the school expand ownership of action plans through horizontal and vertical teaming, and find regular opportunities for stakeholders to collaborate and work toward these school-wide goals.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The student academic performance goals have testing which have allowed the school to benchmark performance and will allow the school to monitor accomplishments. The other goals are more ongoing, with stakeholder satisfaction levels or task completion as the follow-up process. The Visiting Team recommends that the school continue to work toward SMART goals that strategically align with measurable student learning outcomes.

## **CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM**

### **Commendations:**

- Bingham High has effectively established a tradition of success and a community of learners characterized by open and honest collaboration and dialogue. There is evidence of extensive use of effective, collaborative decision-making processes that provide significant and meaningful opportunities for stakeholder involvement. Staff members, parents, and students feel free to express their ideas and opinions. All stakeholders feel their voices are listened to and heard by the leadership team as decisions are made.
- True to their mission statement, Bingham High stakeholders emphasize nurturing pedagogy. The school is exemplary in accommodations given on assessments of all scopes. There has been a great deal of collaboration among staff members to identify at-risk students to ensure that proper accommodations are provided based on student needs. There are many opportunities and supports in place for students who struggle.

- Most departments have focused tremendous amounts of effort to develop vertical teams, both within the high school and with feeder schools, to define expectations and identify essential knowledge and skills necessary for students to progress.

**Recommendations:**

- The Visiting Team recommends that Bingham High continue to invest in honest analysis of student performance and perception data to validate management procedures. The school's action plan on comprehensive work with students who struggle can guide these efforts to work with individual students.
- The Visiting Team recommends that Bingham High continue to strengthen the alignment between the desired results and the school-wide goals. Rather than relying on other assessment data not designed for the assessment of the DRSLs, the Visiting Team recommends that assessment tools be developed for the express purpose of evaluating the DRSLs.
- Continue to build a collaboration culture inclusive of all staff members and departments to work collectively on school improvement. The Visiting Team recommends that the school continue its departmental and organizational approach to teaming, as modeled in the self-study model: teams organized by curricula that ensure that all students have access to the same quality curriculum and assessed by similar criteria in departments, and smaller learning communities focused on school-wide learning outcomes and student needs. Work to continue to embed focused school improvement efforts in the school's culture.